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ABSTRACT

Realizing that the day-to-day lives of the average citizens and the destinies of nations are being influenced by growing international, cross-cultural links, there is a need to cultivate in young people a world perspective which emphasizes the interconnections among cultures, species, and the planet. This paper surveys the background of global education and discusses the case for global perspectives in education. The major concepts of global education are presented along with suggestions on how they may be integrated with or fused into the social studies curriculum. A variety of teaching methods and learning activities are suggested and sample lesson plans are provided. Lists of references, resource materials, and organizations are included. (KWL)

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HOW TO INCORPORATE GLOBAL EDUCATION INTO THE SOCIAL STUDIES CURRICULUM

Richard Peters, Ed.D.

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FEBRUARY 1987

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HOW TO INCORPORATE GLOBAL EDUCATION INTO THE SOCIAL STUDIES CURRICULUM

Richard Peters, Ed.D.
Projects Director
GLOBAL HORIZONS

In 1948, the Educational Policies Commission (NEA) advocated the development of student awareness of the international community. An end to World War II, and the signing of the United Nations Charter had resulted in a growing American public awareness of the global community of nations and its diverse human groups.

Through the Red Scare era of McCarthyism, and the national obsession with student excellence in mathematics and the sciences; following the Soviet Union's successful orbiting of Sputnik (1957), there were individuals and groups who called for the study of the global community in the social studies curriculum.

In 1961, the National Education Association noted that the truly free man seeks to understand the international forces and events that influence his daily existence and well-being. Hilda Taba[1] stressed the importance of the individual's ability to put himself in other people's shoes, to handle international situations objectively, and to possess a sense of the complexity of global issues.

Retrospect

Today, we live in a global age. Lee Anderson[2] argued that this globalization of the human condition constitutes a profound challenge to the ways children and young people are formally introduced to the world into which they have been born.

In its Global 2000 Report to the President (1980), the Council On Environmental Quality painted a rather bleak future for humankind. The following year, the National Council for the Social Studies announced its Position Statement On Global Education.

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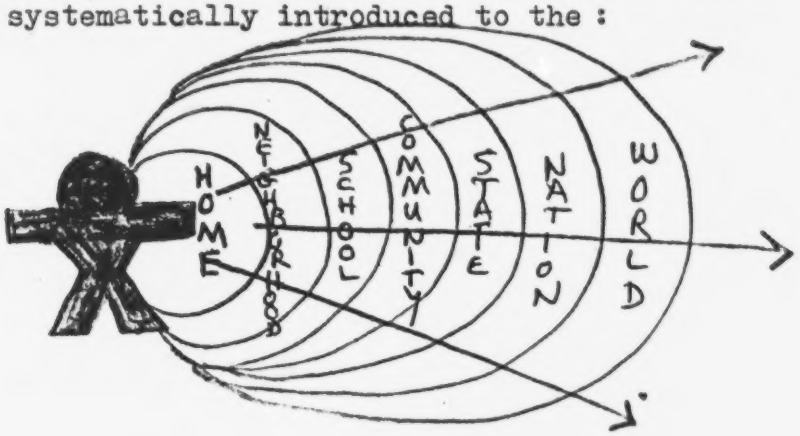
1 Hilda Taba. CURRICULUM DEVELOPMENT, THEORY AND PRACTICE (New York: Harcourt,Brace,and World,Inc., 1962)

2 Lee Anderson, "Thoughts On Global Education," Law In American Society, December 1977.

Because the day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by growing international, cross-cultural links, there is a need to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet.

As the individual matures, he/she is made aware of his/her functions and roles within several perceived and non-perceived, concurrent worlds or lifespace environments. Out-of-school experiences such as family travel and the mass media have great impact upon the individual's awareness and understanding of the several 'worlds' interrelationships.

Progressing through the several grades, students are formally and systematically introduced to the :



Continuous and sequential awareness/exposure experiences; direct and vicarious in nature and construct, with lifespace environments result in the development of conceptual linkages in the minds of students; that is, nurturing the mental process of fusing the nature/character/functions of the several environments into a global perspective of interrelationships and interdependence.

With emotional, intellectual, physical, and social maturity comes continuous change and reconstruction in the individual's

The Worlds Around Us

lifespace as more-and-more of the previously non-perceived world is assimilated into the perceived or real world lifespace of daily existence and interaction with natural/social environment phenomena.

The traditional view of the world is being replaced with a focus on the role of the individual in an interrelated world. Each individual and nation is part of an intricate weave of beliefs, customs, patterns, and actions. We are linked economically, geographically, politically, religiously, and socially[3]. Technological advances, increased trade/tourism/cultural exchanges, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships. Human life has been globalized to the point where we must alter the ways we have commonly viewed ourselves and others[4].

Biologically, we are involved in a global society because we are members of a single, common species of life, and hence, we share with all humanity many commonalities. Ecologically, we are involved in the world system because we are part of the earth's biosphere, and hence, inescapably linked to our planet's material and energetic structure. Culturally, we are involved in a global society because we are enmeshed in the human-created environment we call culture; and in the modern world human culture has become a global environment[5].

Why A Global Awareness ?.

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[3] William Stapp, "Global Environmental Education: A Way of Thinking and Acting," Environmental Education Report, November/December 1981.

[4] POSITION STATEMENT ON GLOBAL EDUCATION (Washington, DC: National Council for the Social Studies, 1981)

[5] Lee Anderson. SCHOOLING AND CITIZENSHIP IN A GLOBAL AGE (Bloomington, IN: Social Studies Development Center, 1979)

By developing a perspective of WHAT WE ARE; humans as part of nature's scheme, and WHERE WE ARE; humans as inhabitants of nature's global environment, we begin to better understand WHO WE ARE; a species with the potential to improve or to destroy all that is out collective existence.

What Is Global Education?

Contrary to many contemporary views, global education is not an attempt to replace American Studies in the curriculum, nor is an international conspiracy designed to destroy, within students, a sense of nationalism and pride in the American way-of-life.

It is not designed with a hidden agenda as some would assert.

The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence[6].

The Global Awareness Program at Florida International University seeks to develop within individuals the ability to:

> perceive that people have differing perceptions, beliefs, and attitudes about the world;
>
> perceive all individuals as members of a single species of life;
>
> see how each person and each group participates in the world's socio-cultural system;

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[6] NCSS, 1981.

perceive all humans as part of the earth's biosphere;

perceive all people as both "cultural borrowers" and "cultural depositors".

Global education is concerned with the commonalities among mankind, with the fact that certain basic human concerns and needs are shared by all. At the same time, global education is concerned with the differences within the family-of-man. No nation's view of the world is universally shared. Other cultures have different ways of thought and action, and consequently, different views of the world. Global education helps students develop an understanding of these differences, of mankind in other settings, of other ways of being human, of different views of what the world's future should be like and how it should be shaped. By helping correct cultural myopia and astigmatism, global education reduces ethnocentrism and thus better prepares students to cope with the complex realities of nationalism and cultural differences on an international scale[7].

Robery Hanvey[8] identified five dimensions of a global perspective:

Perspective consciousness: one's view of the world is not universally shared. Others have views of the world that are profoundly different from one's own.

State-of-the-planet awareness: awareness of prevailing world conditions/problems and developments.

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[7] Robert Leestma, "Education for a Global Age: What Is Involved?" Vital Issues, March 1979, and "Global Education," American Education, June 1978.

[8] Robert Hanvey. AN ATTAINABLE GLOBAL PERSPECTIVE (New York: Center for Global Perspectives, Inc., 1974)

Cross-cultural awareness: awareness of the diversity of ideas and practices to be found in human societies around the world.

Knowledge of global dynamics: some modest comprehension of key traits and mechanisms of the world system.

Awareness of human choices: awareness of some of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

Our democracy is based on the belief that our citizens need to be well informed, both as individuals and as members of the community, if their judgments and decisions are to be effective. To be well informed, we need to understand the context in which we function - and that context now includes our community, our nation, and our world. Individuals must develop the awareness, attitudes, and skills which, taken together, can help them to understand the world, how they affect it, and how it affects them[9].

American citizenship has increasingly meant world citizenship. Americans require greater abilities to understand social, political, and economic issues of worldwide complexity in an era of accelerating change. As the world's economies become more interdependent, those people who are equipped most effectively

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[9] EDUCATION FOR A CHANGING WORLD (New York: Global Perspectives In Education, Inc., 1981)

with the skills to communicate across cultural barriers, who possess knowledge of the wider world, and who have ready access to information will have greater opportunities to succeed[10].

Ralph W. Tyler[11] identified four fundamental questions concerning curriculum and instruction.

> What educational purpose should the school seek to attain?
>
> What educational experiences can be provided that are likely to attain these purposes?
>
> How can these educational experiences be effectively organized?
>
> How can we determine whether these purposes are being attained?

The social studies curriculum is overburdened with a milieu of anthropology, economics, geography, government, history, psychology, and sociology; not to mention special topic studies such as death-and-dying, law-related education, and women's studies. Each area of study demands the undivided attention of students and teachers, alike.

Into this climate-of-instruction strolls global education; demanding attention and its rightful place in the instructional scheme. How can, yet, another subject be added to an already overburdened curriculum? When will students/teachers find the time to study diverse global cultures and contemporary issues? Which subject(s) will have to be shelved in order to make room for global education in the curriculum?

Instructional Designs and Strategies

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[10] EDUCATION FOR A GLOBAL PERSPECTIVE (Albany, NY: State Education Department, 1982)

[11] Ralph W. Tyler. BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION (Chicago: University of Chicago Press, 1950)

The answer, to these and related questions, is fusion. Only by carefully selecting concepts/content knowledge/skills which constitute the core of global education instruction, and skillfully incorporating them into existent courses of study (e.g., economics, geography, history, sociology) can this area of study receive instruction time without detracting attention away from well-established, essential areas of the curriculum.

Fusion can take the form of occasional lessons which spin-off from weekly current events discussions; periodic lessons designed to compliment/reinforce instruction in one-or-more of the academic subjects; multi-lesson units related to themes such as human population growth/distribution, natural resources, and human adaptation to diverse global environments. A blending of concepts/content knowledge/skills from several subjects (e.g., economics, geography, sociology) can result in the design and development of a semester/year-long course such as "People In Their Environments".

The Michigan Department of Education, in its Guidelines for Global Education, identified three primary program goals:

> acquisition of a basic knowledge of various aspects of the world;
>
> development of a personal value and behavior system based on a global perspective;
>
> understanding of problems that have global implications and the exploration of various solutions.

The Task Force On Contemporary World Studies, Minnesota State Department of Education, identified six primary program goals:

> understanding diversity;

understanding the world as a series of emerging interdependent systems;

developing effective working relationships with others;

understanding the nature and process of change;

understanding emerging global trends;

understanding prevailing world conditions.

Learning experiences can directly involve students in hands-on activities or they can sense the world around them through vicarious experiences such as multimedia exposure to diverse natural environments, social environments, and human interactions.

Experiences can be classroom or school-based, or can occur in surrounding natural/social environments. Teachers can supervise and direct student learning, or students can work alone/small group activities; to inquire and discover on their own. In this type of learning environment, the teacher functions as a facilitator of learning; a provider of opportunities for learning, rather than a director of learning. Community resource people can be incorporated into the instructional process as guest speakers, field trip chaperones/site guides, and field-based instructors. Community resource sites can serve as field-based classrooms and materials resource facilities.

The Student Awareness of Global Environments (SAGE) cross-culture matrix is an instructional tool designed to affect student awareness/understanding re diverse natural and social

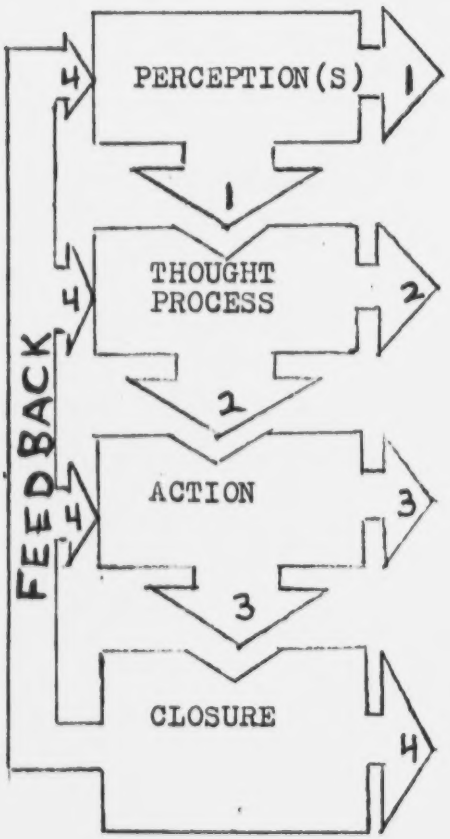
environments - on a global scale. Each student researches a specific culture, or some culture trait, and contributes to the development of the matrix scheme. Students role play researching social scientists; applying/reinforcing/refining previously learned concepts/knowledge/skills in direct learning situations.

DIVERSE CULTURES	CULTURE TRAITS 1	2	3	4	5	6	7	8	9
A									
B									
C									
D									

(1) Behavior(s)
(2) Communication
(3) Customs
(4) Dress/Food/Shelter
(5) Geography/Topography
(6) Institutions
(7) Social Roles/Status
(8) Technology/Tools
(9) Values

When we recognize that this one earth is the habitat shared by people and other living things, we begin to see things differently, and we will be more likely to work to maintain the health of the planet over time[12]. The PAM strategy employs a modification of the scientific method to directly involve students in researching activities which require critical thinking and decision making.

PROACTIVE ACTION MODEL



Identify a conflict/issue/problem/situation in natural/social environments.

Research compiled data pertinent to the conflict/issue/problem/situation; organize/review data; generate an hypothesis; develop a research design.

Conduct an empirical study; data assessment; arrive at a conclusion.

Design a resolution strategy; implement the strategy; document the process; report process results.

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[12] Cherlyl Charles, "Using the National World to Teach and Learn Globally," Social Education, March 1985.

When component parts are synthesized, the PAM process is an integrated, systematic activity involving the application of acquired concepts/knowledge/skills to real and vicarious activities.

At any given grade, there is a multiplicity of activities, materials, and instructional goals/objectives with which students can interact. For example:

AREA OF STUDY	Culture Studies
CONCEPT	Life Styles
TOPIC	Holidays in Foreign Lands
PURPOSE	To acquaint students with holidays in different countries and related customs/ rituals.
GRADE RANGE	2-6
TIME FRAME	2-3 weeks
ACTIVITIES	. Audiovisual materials (e.g., films, filmstrips, slides, video tapes) are used to introduce students to selected holidays/ festivals in the United States and foreign lands. . Students/teachers read about the hsitorical significance of selected holidays. Bulletin board displays are developed. . Students draw their impressions of holiday/ festival activities in the United States and foreign lands. Comparisons are made. . Students dress up in costumes and act out selected holiday/festival activities. . Student activities are recorded on film; 35mm slide film, 8mm motion picture film, or video tape, and played back for students, parents, etc. . Students write letters to pen pals in selected foreign lands. . Individuals born in foreign lands visit the classroom(s) to discuss their homelands and related customs, etc.

AREA OF STUDY	Natural Environments
CONCEPT	Lifespace
TOPIC	Topography
PURPOSE	To acquaint students with the topographical characteristics of selected regions of the world, and how natural environments affect cultural development.
GRADE RANGE	5-12
TIME FRAME	2-4 weeks
ACTIVITIES	. Audiovisual materials (e.g., films, filmstrips, slides, video tapes) are used to introduce students to the topography of selected regions of the world. Comparisons are made with the diverse natural environments of the United States; local/regional/national. . Students investigate land use planning and land use practices in the local community as well as in selected regions of the nation/world. How are natural resources used? How is the land used: farming? community housing? open areas for recreation/wildlife? waste disposal? ETC. . Students investigate how terrain, climate, vegetation, and natural resources affect cultural development and lifestyles. . Students construct tabletop models of selected topographical regions to depict land use and human adaptation; housing, clothing, diet, etc. . Guest speakers from foreign lands discuss native lifestyles, land use, human adaptation, etc. with the class. Student research results in questions being asked of the guests. . Students develop reports re how topographical characteristics (e.g., mountains, deserts, polar regions, rivers) can help or hinder cultural diffusion, trade, social relationships, cultural development, etc.

• Students develop IMKs; instructional Materials kits, using natural/social artifacts from diverse environments studied firsthand.

AREA OF STUDY	Culture Studies
CONCEPT	Lifestyles
TOPIC	Standards-of-Living
PURPOSE	To acquaint students with the lifestyles of Third World inhabitants, and to compare the standards-of-living in these nations with that of diverse social groups in the United States.
GRADE RANGE	7-12
TIME FRAME	2-3 weeks
ACTIVITIES	. Audiovisual materials (e.g., films, filmstrips, slides, video tapes) are used to introduce students to selected Third World nations. . What is a standard-of-living? How do the availability of natural resources, education of the masses, topography, customs/beliefs, etc. affect a nation's standard-of-living? What can be done to improve poor standards-of-living throughout the world - including the United States? . Students research selected Third World nations. Reports are developed and presented for discussion. . Guest speakers from Third World nations and/or individuals who have travelled/lived in Third World nations discuss the topic. Representatives of Oxfam America, International Red Cross, Peace Corps, various church organizations, etc. discuss efforts to improve Third World standards-of-living. . Students collect pictures which depict lifestyles and standards-of-living. Bulletin board displays are created. . Students investigate the plight of the aged, ill, homeless and fixed-income senior citizens in the United States; locally, regionally, and nationally. Guest speakers and field trips enrich student perceptions re these issues. . Students volunteer to work in nursing homes, soup kitchens, food distribution centers, and visit shut-ins.

Instructional Materials

Selection of good materials is an important part of the total instructional process. Materials are physical entities, representational in nature, used to facilitate the learning process. Meredith Gall[13] identified a procedure for materials adoption in school systems:

- identify instructional needs;
- determine a budget;
- access to an array of materials;
- analyze materials (cost, properties, content);
- appraise materials (review literature/ reports);
- make an adoption decision;
- disseminate, install, and monitor the materials.

Learners vary significantly in aptitude, motivational level, prior learning history, handicaps, interests, and skill level. The length of some materials can be measured by a simple quantitative index, while the instructional length; the amount of time required by learners to achieve the material's instructional objectives, is more difficult to measure. Some materials contain options so that they can be individualized for different types of learners.

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[13] Meredith Gall. HANDBOOK FOR EVALUATING AND SELECTING CURRICULUM MATERIALS (Alexandria, VA: Association for Supervision and Curriculum Development, 1978)

The Center for Children and Technology, Bank Street College (NYC), has developed a visual system that will allow students to explore other countries without leaving the classroom - utilizing computers linked to interactive compact discs.

A review of audiovisual materials impact-on-learning research (since the 1930s) indicates that:

- films bring learners into direct contact with objects;
- audiovisuals produce impressions of real life situations;
- film exposure affects retention and helps students with relatively low verbal aptitude by the addition of images to sounds;
- audiovisuals have a marked effect on student retention of factual knowledge;
- films give students clear-cut notions of the objects and actions in the world about them[14].

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[14] Richard Peters. THE UTILIZATION OF FIELD TRIPS AND SOUND FILM SIMULATIONS TO AFFECT STUDENT COGNITION AND CONCEPT DEVELOPMENT (Rochester,NY: The University of Rochester, 1971. Unpublished doctoral dissertation)

Sources / Resources

PRIMARY/ELEMENTARY GRADES

AN INTRODUCTION TO ECOLOGY: SIX BASIC SYSTEMS (filmstrips)
Eyegate House, Inc., Jamaica, NY

CONCEPTS IN ECOLOGY (filmstrips)
Centron Educational Films, Lawrence, KS

DISCOVERING LIFE AROUND US (filmstrips)
Encyclopaedia Britannica Educational Corporation, Chicago, IL

ECOLOGICAL IMBALANCE: SIX SYSTEMS DISTURBED (filmstrips)
Eyegate House, Inc., Jamaica, NY

ELEMENTARY POPULATION ACTIVITIES KIT
Population Education Materials Division, Zero Population Growth, Inc., Box G, 1346 Connecticut Avenue, NW, Washington, DC 20036

ENVIRONMENTAL AWARENESS (filmstrips)
Centron Educational Films, Lawrence, KS

LIMITS (microcomputer software game)
Digital Equipment Corporation, Maynard, MA

MAN AND HIS PROGRESS (film)
McGraw-Hill Films, Boston, MA

POPULATION EDUCATION ACTIVITIES FOR THE CLASSROOM
ERIC, Ohio State University, 1200 Chambers Road, Columbus 43212

WORLD POPULATION (film)
Population Reference Bureau, Inc., 1337 Connecticut Avenue, NW Washington, DC 20036

SECONDARY GRADES

A FINITE WORLD (video tape)
Turner Broadcasting System, Inc., Atlanta, GA 30318 1050 Techwood Dr., NW

AN INTRODUCTION TO ECOLOGY: SIX BASIC SYSTEMS (filmstrips)
Eyegate House, Inc., Jamaica, NY

BEYOND THE NEXT HARVEST (film)
Population Reference Bureau, Inc., 1337 Connecticut Avenue, NW
Washington, DC 20036

ECOLOGICAL IMBALANCE: SIX SYSTEMS DISTURBED (filmstrips)
Eyegate House, Inc., Jamaica, NY

GLOBAL 2000 COUNTDOWN KIT
Population Education Materials Division, Zero Population Growth, Inc., Box G, 1346 Connecticut Avenue, NW, Washington, DC 20036

LIMITS (microcomputer software game)
Digital Equipment Corporation, Maynard, MA

MAN AND HIS PROGRESS (film)
McGraw-Hill Films, Boston, MA

POPULATION EDUCATION ACTIVITIES FOR THE CLASSROOM
ERIC, Ohio State University, 1200 Chambers Road, Columbus 43212

POPULATION EDUCATION RESOURCES KIT
Population Education Materials Division, Zero Population Growth, Inc., Box G, 1346 Connecticut Avenue, NW, Washington, DC 20036

WORLD POPULATION (film)
Population Reference Bureau, Inc., 1337 Connecticut Avenue, NW, Washington, DC 20036

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(Philadelphia: W.B. Sanders, 1980)

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World Resources Institute. WORLD RESOURCES 1986 (New York: Basic Books, Inc., 1986)

Organizations / Programs

AMERICAN SOCIETY FOR ENVIRONMENTAL EDUCATION
58 Main Street
P.O. Box R
Durham, NH 03824

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
225 N. Washington Street
Alexandria, VA 22314

CENTER FOR CONFLICT RESOLUTION
731 State Street
Madison, WI 53703

CENTER FOR GLOBAL STUDIES
Indiana University
513 North Park Avenue
Bloomington, IN 47405

CENTER FOR INTERNATIONAL PERSPECTIVES
The New England Center
University of New Hampshire
15 Garrison Avenue
Durham, NH 03824-3560

CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES
Cultural Education Center
New York State Education Department
Albany, NY 12230

CENTER FOR TEACHING INTERNATIONAL RELATIONS
University of Denver
Denver, CO 80208

CROSS CULTURAL LEARNING CENTRE
533 Clarence Street
London, Ontario CANADA N6A 3N1

ENVIRONMENT LIAISON CENTRE
P.O. Box 72461
Nairobi, Kenya AFRICA

FOREIGN POLICY ASSOCIATION
1800 M Street, NW
Suite 295
Washington, DC 20036

GEOGRAPHIC EDUCATION NATIONAL IMPLEMENTATION PROJECT (GENIP)
NATIONAL GEOGRAPHIC SOCIETY
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Washington, DC 20036

GLOBAL AWARENESS PROGRAM
School of Education
Florida International University
Miami, FL

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GLOBAL PERSPECTIVES IN EDUCATION, INC.
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New York, NY 10003

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Tufts University
Medford, MA 02155

NATIONAL AUDUBON SOCIETY
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Washington, DC 20003

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P.O. Box 400
Troy, OH 45373

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